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CONTENTS

	Page
The Challenge of the New Day.....	297
Departmental Communications.....	304
Interpretations of School Law.....	310
For Your Information.....	315
Professional Literature.....	322

The Challenge of the New Day

VIERLING KERSEY, *Superintendent of Public Instruction*

It must be plainly evident to everyone that we have entered into a new era in our national life. Since early 1933, we have witnessed an almost complete reversal of many of the social and economic practices which were believed to be fundamental prior to that time. Due to the many and rapid changes in plans and policies, this period will be remembered by many as one during which the only thing of which we could be certain was change. Although we are still unable to understand fully the basic economic and social principles which underlie these changes, we are conscious of a growing conviction of the efficacy of these principles in giving a rebirth to our American form of government. Suffice it to say that we are striving to establish a system which will allow all of us "to live as Americans should live."

THE AMERICAN PEOPLE DEMAND SOCIAL AND ECONOMIC RECONSTRUCTION

Changes in human relationship are always made difficult because of the fact that they require the formation of new habits of thought and action. For more than a year our daily newspapers have informed us of these changes. In spite of many inconveniences, the great mass of the American people has graciously complied and has thereby expressed an increasing faith in the "new deal." As Americans, we should be both proud and thankful of the fact that our nation has successfully weathered another grave crisis. In effect, we have reaffirmed and strengthened our conviction of the supremacy of democratic institutions and government.

OUR SCHOOLS WILL AID IN PREVENTING DEPRESSIONS

To the extent that we are thankful for relief from the pain and human misery which accompanied the depression, we must determine at this time that those conditions which gave rise to the depression shall never again be permitted to exist. At this point, we can most readily turn to our public school system for aid. It will not be, however, the same school system which was prevented from calling attention to those conditions prior to the recent depression. Rather it will be a school system designed to educate our people for effective and intelligent citizenship.

The major emphasis in the reconstructed school system will be placed upon individual and collective participation in the life of which all of us are a part today. In short, our public schools will be the tangible evidence of our renewed faith in the ability of our people to determine and direct the social and economic conditions under which all of us must live.

SCHOOL SYSTEM MUST BE RECONSTRUCTED TO MEET CHALLENGE OF NEW DAY

The fact that we cannot expect to accomplish this goal while our public schools continue to operate under the outworn and handicapping conditions of the present day must be emphasized. Although the United States has experienced several major depressions in its history, it is a remarkable fact that the depression from which we are now emerging is the first in which so much of the fury of disorganized social and economic forces has been wreaked upon our public schools. We will not continue to permit this sacrifice of our most essential guardian of the principles upon which the American form of government is founded.

SCHOOL DISTRICT REORGANIZATION IS PREREQUISITE OF GENUINE ECONOMY

Our promise of a new day in public education challenges all of us to work for the realization of these national ideals. As we look upon our public schools today, many problems of major importance immediately confront us. In the first place, the school district system as it exists in a majority of the states, including California, is in need of a thorough-going reorganization. Many of the conditions of livelihood which prevailed when these school districts were organized have either been changed or entirely eliminated at the present time. Consequently, the organization of school districts which met the needs of our people during those early days cannot be expected to serve equally well in 1934, with the many complexities so common to all of us. A fundamental reorganization of our school district system must of necessity precede genuine and permanent economy in the financial support of schools.

SCHOOL EXPENDITURES REDUCED MORE THAN \$33,000,000 SINCE 1931

Large reductions in expenditures for public schools have been made, especially during the past four years due to the economic conditions which prevailed. These facts are presented more completely for the years 1930-31 to 1932-33, inclusive, in Table No. 1. It will be noted that expenditures for public schools decreased by more than \$33,000,000

or approximately 20 per cent from 1930-31 to 1932-33. A comparison of the expenditures of all other units of government for corresponding years clearly points to the fact that the public schools have borne an unjust proportion of the reduction and curtailment in public expenditures effected during the depression. During a like period of time, all other units of government reduced expenditures only \$12,063,407 or 3.54 per cent.

SCHOOLS REQUIRED 28.5 PER CENT OF GOVERNMENTAL COSTS IN 1932-33

When it is further realized that the public schools expended only 28.5 per cent of the total expenditures made by the several agencies of organized government, one may secure a more complete realization of the handicapping curtailments placed upon school district budgets. Table No. 2 presents information concerning the amount and percentage of expenditures made by each of the agencies of government in California during the fiscal year 1932-33.

TABLE No. 1

Governmental Expenditures¹ in California 1930-31 to 1932-33, Inclusive

<i>Fiscal year</i>	<i>Schools</i>	<i>All other units of government²</i>
1930-31-----	\$164,067,861	\$340,675,348
1931-32-----	153,946,550	346,354,449
1932-33-----	130,966,819	328,611,941
Amount of reduction since 1930-31-----	\$33,101,042	\$12,063,407
Per cent of reduction-----	20%	3.54%

¹ Basic data secured from *The Tax Digest*, June, 1934, page 202, published by the California Taxpayers' Association, Los Angeles.

² Includes the following governmental units: State, counties, cities, and special districts.

TABLE No. 2

Governmental Expenditures¹ in California, 1932-33

<i>Governmental unit</i>	<i>Expenditures</i>	
	<i>Amount</i>	<i>Per cent</i>
Cities-----	\$134,457,639	29.3
Schools-----	130,966,819	28.5
Counties-----	109,383,875	23.8
State-----	76,322,085	16.6
Special districts-----	8,448,342	1.8
Total-----	\$459,578,760	100.0

¹ Basic data secured from *The Tax Digest*, June, 1934, page 202, published by the California Taxpayers' Association, Los Angeles.

RILEY-STEWART PLAN AIDS IN KEEPING SCHOOLS OPEN

Because of the state-wide reduction in the amount of public revenues for the support of schools, it seemed evident that many boards of school trustees would be unable to maintain their schools during the past year. With the continued uncertainty or failure of local taxes to produce sufficient revenue, many schools would have found it necessary to close except for the measure of tax relief afforded as a result of the passage of Senate Constitutional Amendment No. 30, commonly known as the Riley-Stewart plan. This amendment, by transferring county school costs to the state, provided a much needed relief for local property taxpayers, and in addition required the state to assume a larger proportion of its recognized financial responsibility for the support of public schools. The general retail sales tax, levied for the purpose of providing added state revenue in order to meet the provisions of the Riley-Stewart plan, has proved entirely adequate to meet this added financial responsibility of state government.

CHANGES IN STATE APPORTIONMENT LAW NEEDED

While we may be justly proud of this increased measure of stability given to the financial support of our schools, yet we should not overlook the fact that the method established by law for the apportionment of state funds is also seriously in need of change. Thus far, we are assured of sufficient moneys to maintain school in each of the districts of the state. However, the present apportionment law does not recognize the varying needs of school districts in providing equal educational opportunities for children in all sections of the state. California should soon follow the lead of many other states and provide equal opportunities for all children to benefit by modern programs of education. This change in the state apportionment law is made especially necessary in California due to the unusual mobility of our population. As children move from school to school, much time is lost and many unnecessary discouragements are placed in their paths because of the differences in the quality and completeness of the school programs offered in several communities of the state.

ADDITIONAL FUNDS REQUIRED FOR SCHOOL BUILDINGS IN CALIFORNIA

In order to keep schools open in recent years, many school trustees have budgeted the available money for current maintenance and operation and have of necessity neglected the normal repair and reconstruction of school buildings. During the past five years, school district expenditures for building have declined more than 68 per cent. As a result of this practical cessation of school building construction in

California, we are faced with a serious housing problem which has only been partly relieved by federal emergency funds received during the past year. The general policy of school boards in either delaying or entirely disregarding the need for repair and reconstruction of existing buildings, as well as the construction of new buildings, presents a state-wide problem which can only be solved by appropriating additional federal or state moneys for school building.

SCHOOL BUILDING EXPENDITURES REDUCED 68.1 PER CENT SINCE 1929

A summary of the essential facts concerning school district expenditures for building in California is presented in Tables No. 3 and No. 4, which follow. Table No. 3 indicates that school building

TABLE No. 3

**School District Expenditures for Building in California, 1928-29 to
1932-33, Inclusive**

<i>Fiscal year</i>	<i>Expenditures</i>
1928-29-----	\$24,821,167.61
1929-30-----	25,897,315.83
1930-31-----	24,031,044.99
1931-32-----	16,115,213.43
1932-33-----	7,922,487.64
Net decrease since 1928-29-----	\$16,898,679.97
Per cent net decrease-----	68.1%

TABLE No. 4

**School District Expenditures for Building in California by Geographic
Distribution of Counties, 1932-1933**

<i>Section of state</i>	<i>School building expenditures, 1932-33</i>					
	<i>In city school districts</i>		<i>In all other school districts</i>		<i>Total state</i>	
	<i>Amount</i>	<i>Per cent</i>	<i>Amount</i>	<i>Per cent</i>	<i>Amount</i>	<i>Per cent</i>
Northern counties-----	\$104,297.70	1.7	\$178,101.31	9.2	\$282,399.01	3.6
Central counties-----	1,457,404.83	24.4	695,848.11	35.9	2,153,252.94	27.2
Southern counties-----	4,424,467.61	73.9	1,062,368.08	54.9	5,486,835.69	69.2
Totals-----	\$5,986,170.14	100.0	\$1,936,317.50	100.0	\$7,922,487.64	100.0

expenditures were reduced \$16,898,679.97, or 68.1 per cent, during the five year period between 1928-29 and 1932-33. The school building expenditure data provided in Table No. 4 point to the significant fact that 69.2 per cent of the expenditures made during 1932-33 were in southern California counties and that 75.2 per cent of the expenditures were made in city school districts of the state.

MANY SCHOOL DISTRICTS UNABLE TO PROVIDE FOR BUILDING NEEDS FROM LOCAL FUNDS

With the appropriation of federal and state moneys, principally for school building reconstruction in southern California, an encouraging step has been taken in providing emergency relief for many school districts. However, when we study the school building needs of the state as a whole, we realize the impossibility of adequate relief until sufficient additional revenues can be made available.

Due to the existence of large numbers of school districts without sufficient assessed wealth to provide funds from local taxation for school building, our rural schoolhousing problem presents an impasse which can not be surmounted with the existing law. Many of these rural districts would be unable to provide funds for school buildings, even though they levied the maximum building tax rates for many years.

CHALLENGE OF NEW DAY IS FOR CONSTRUCTIVE LEADERSHIP

The challenge of the new day for public education is fundamentally a challenge to the teaching profession for constructive leadership. We can count on public support for a modern educational program, but we are certain to discourage that public support if we make the schools less adequate. Our schools can only function as effective agents for social regeneration to the extent that the members of the teaching profession are willing to accept their full share of responsibility for leadership. This responsibility requires that we shall be fully informed concerning the fundamental social and economic problems of our times. Such knowledge will not be secured alone from current literature. It will be gained rather as a result of active participation in the life about us.

SCHOOLS MUST PROVIDE UNDERSTANDING OF MODERN LIFE

Within the school, our responsibility will cause us to work continuously for an evolving curriculum based upon the present and future needs of the children we have in our classrooms. Frankly, our schools must provide a program of training for modern life at least as satisfactory as the three R's were for the life of a generation ago. All of us are conscious of the many and amazing improvements and

developments in natural and physical sciences. We enjoy the benefits and pleasures which flow from this advancement. No longer will our responsibility permit us to stand idly by, knowing full well that the curriculum offered in our schools does not measure up to the fundamental needs of our modern world.

TEACHING PROFESSION RESPONSIBLE FOR SUCCESS OF NEW DAY

As members of the teaching profession, and as responsible citizens, let us choose now whether we shall have schools today adequate for our needs, or build institutions of correction tomorrow. Unless the public school system is capable of preparing the youth of today not alone for culture and the vocations, but for the leisure of tomorrow, we as a people, will pay for this neglect ten fold over in crime, stupidity, and human waste. The time for courageous action is upon us. The opportunity for success in meeting the challenge of the new day opens before us. Let each of us be militantly faithful to our task.

DEPARTMENTAL COMMUNICATIONS

Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

STATE TEXTBOOK PROGRAM

During the current school year intensive consideration will be given to the program of state series textbooks for elementary schools. First attention will be devoted to those fields in which textbooks are now lacking or in which the adoption of new materials seems most urgent. In accordance with action by the State Board of Education, the Superintendent of Public Instruction has already issued calls for bids for textbook materials as follows:

1. Readers for the sixth grade
2. Spelling textbooks for elementary grades
3. Handwriting material for elementary grades

Textbook materials in the above fields are to be submitted by publishers by September 4, after which the State Curriculum Commission will commence its study of materials submitted and present recommendations for adoptions to the State Board of Education. The first step in the procedures followed by the State Curriculum Commission in evaluating textbooks is the development of standards or criteria by which the books submitted should be judged. Using these criteria, the Division of Textbooks and Publications will conduct certain objective studies on the relative merits of material, and will otherwise assist the commission in its work.

Three of the textbooks at present in the state series which have been in use over a long period of years are not being distributed this year. They are: (1) *A Beginner's History*, by William H. Mace, first adopted in 1916, and in use for eighteen years; (2) *Advanced History*, by Beard and Bagley, first adopted in 1920, and in use for fourteen years; and (3) *Journeys in Distant Lands*, by Barrows and Parker, first adopted in 1924, and in use for ten years. The adoption periods of these books have expired, and the stock of books is exhausted. It was thought advisable to discontinue the distribution of these books at this time after such long adoption periods since it is highly probable that recently published and more suitable materials will be available. In view of the drastic reduction in the appropriation for state textbooks

for the current biennium, it was felt that schools should use their present supply of these books during the current year, even if some copies are not in a desirable condition, and thus make it possible to utilize funds for new books that otherwise would have been used for these old books. Consideration will be given during the current school year to textbook materials to replace these three books. New textbooks will be recommended for adoption in terms of the most desirable textbook material for the whole program of the social studies in the elementary grades. The total social studies program for the elementary grades is now being studied by the State Curriculum Commission.

At the present time, the state series does not include textbooks in science or in health. The State Curriculum Commission during the current year will also consider textbook materials in both of these subjects.

NEW PUBLICATIONS

The Emergency Education Program

A bulletin entitled *The Emergency Education Program*, issued as Department of Education Bulletin No. 16, August 15, 1934, has just been published. This bulletin contains a statement of the purposes of the Emergency Education Program, a description of the services authorized under the program, and suggestions for administration, supervision, and instruction of classes organized under the program. Copies are being distributed to superintendents of schools and high school principals. Others wishing a copy may secure one upon request to this division.

Physical Education Achievement Scales

N. P. Neilson, formerly Chief of the Division of Physical Education, and Frederick W. Cozens, Professor of Physical Education of the University of California at Los Angeles, are the authors of a new book written primarily for California elementary school teachers entitled *Achievement Scales in Physical Education Activities for Boys and Girls in Elementary and Junior High Schools*. The book has just been published by the State Department of Education and copies are now available for distribution.

Copies of the book are being sent to county and city superintendents of schools, who will distribute them to elementary schools and junior high schools and to physical education supervisors under their jurisdiction.

Announcement concerning the use of these books will be found in the communication from the Division of Health and Physical Education on page 309.

Division of Teacher Training and Certification

EVELYN CLEMENT, Chief

INFORMATION CONCERNING CREDENTIALS

Term of Administration and Supervision Credentials

A ruling of the California State Board of Education, effective July 1, 1934, provides that administration and supervision credentials may be issued for a term to correspond with the validity of the basic teaching credential. In case the applicant holds a life diploma, an administration or supervision credential unlimited as to date of expiration may be issued.

Renewal of Administration and Supervision Credentials

Administration and supervision credentials may be renewed upon successful teaching, administrative, or supervisory experience for a period to correspond to the term of the basic teaching credential. Application for renewal should be made as for renewal of a teaching credential. The fee and verification of successful experience must be submitted to the State Department of Education, Division of Teacher Training and Certification, Sacramento.

Renewal of Credentials

All teachers, administrators, or supervisors holding credentials expiring on November 30, 1934, should apply for renewal to the Division of Teacher Training and Certification before September 15, 1934. There is no form of application for renewal. The filing fee should be submitted in the form of a postal money order and successful experience in the public schools of California should be verified by letters of recommendation written by employing school officials and addressed to the State Department of Education, Division of Teacher Training and Certification, Sacramento.

Life Diploma Applications

Teachers whose credentials expire on November 30 of this year and who are eligible for life diplomas should file application with county boards of education before September 15, 1934. These applications should be forwarded to the state office by county boards of education by October 1, 1934.

An applicant for life diploma must verify to the county board of education forty-eight months of successful teaching experience. At least twenty-one months of this experience must have been secured in the public schools of California.

Division of Elementary Education and Rural Schools

HELEN HEFFERNAN, Chief

SCIENCE IN THE ELEMENTARY SCHOOL CURRICULUM

Curriculum makers are concerned with the reality and vitality of the modern school program. Real purposing, real activities, meanings close to the child's experiences constitute essential criteria in planning suitable units of work. Perhaps no field offers greater opportunity for full and vivid experiences suited to the interests of children than the field of science.

Developments in science have been responsible for an almost completely metamorphosed mode of living. No essential human activity has remained untouched by science. The conservation of individual and community health; the increased speed and efficiency of transportation and communication; the reduction in hours of labor and amount of energy necessary for the tasks of the home, the office, the factory, and the farm all contribute to the accumulated evidence of the effects of science on everyday life.

The child finds himself in an environment undergoing continuous change because of science. His ability to interpret his environment and make adjustment to it is necessarily dependent upon his understanding.

Science has long occupied an important place in the curriculum of the secondary school. There has been general recognition of its values in cultivating habits of accurate observation, in correcting superstitious beliefs, in developing habits of looking for cause and effect, and in cultivating appreciation for man's utilization of natural resources through the application of scientific principles.

Comparatively recent developments in the field of elementary education have indicated the unparalleled advantages of organized curriculum material in the field of science. A number of commendable textbooks have appeared providing comprehensive programs. Attractive books have enriched the available material. Progressive school systems have issued courses of study for the guidance of teachers. Careful selection from the vast field of science is evidenced but the task has been only well begun and much additional research is indicated.

Sufficient progress has been made, however, to carry conviction concerning the fundamental interests and the natural curiosity of children in science problems and the opportunities inherent in these materials for the accomplishment of major educational objectives.

Each environment presents its own unique problems. Much of the material developed for use by elementary school children has been the work of eastern scientists. The natural environment providing as it does the logical point of departure for science in the elementary schools varies widely in a country of such tremendous climatic differences.

The progress of science instruction in the elementary schools of California has been impeded somewhat by a lack of adequate, locally adaptable materials for the guidance of teachers.

A cooperative undertaking in which the members of the science departments of the seven state teachers colleges are working with the State Department of Education is now reaching fruition in the publication of the *Science Guide for Elementary Schools*. A monthly bulletin will be sent to teachers containing factual material and teaching suggestions upon which units in science may be based. The following list of bulletins will be made available during the school year 1934-1935:

- No. 1, August. *Suggestions to Teachers for the Science Program in Elementary Schools*—Leo F. Hadsall
- No. 2, September. *Pets and Their Care*—Harrington Wells
- No. 3, October. *Common Insects*—Vesta Holt and Lloyd Ingles
- No. 4, November. *Trees*—Violet G. Stone
- No. 5, December. *Sky Study*—W. T. Skilling
- No. 6, January. *Weather*—Karl S. Hazeltine
- No. 7, February. *Frogs, Toads, and Salamanders*—Edith A. Pickard
- No. 8, March. *School and Home Gardens*—Lea Reid
- No. 9, April. *Birds*—Gayle Pickwell
- No. 10, May. *Snakes, Lizards, and Turtles*—Leo F. Hadsall

The success of the program of science has been advanced in an indispensable manner by the contributions of the personnel of the science faculties but the next step in securing adequate instruction in science in elementary schools will depend upon the emphasis placed upon it by superintendents, supervisors, and elementary school principals in their supervisory programs.

Since these materials must of necessity appear as separate bulletins, it is recommended that in every school provision be made for filing the material for permanent use. No teacher can cover all the materials in a given year but if all the bulletins are kept continuously available, a body of valuable material covering the field of science will soon accumulate. The leadership and direction of the school administrator is necessary in this connection.

Comments, suggestions, and criticisms will be welcomed by the State Department of Education as these materials come to be used in the schools. Records of actual use by schools together with appropriate pictures of children engaged in science activities will be helpful to us in developing future materials.

Obviously, the department has embarked on an extremely difficult undertaking. Many unsolved problems exist in selection of content and effective methods of instruction. It is earnestly hoped that every administrator and director of instruction will be interested in making the program more and more effective.

Division of Health and Physical Education

W. H. ORION, Chief

ACHIEVEMENT SCALES IN PHYSICAL EDUCATION ACTIVITIES

The following statement relative to the newly published book, *Achievement Scales in Physical Education Activities for Boys and Girls in Elementary and Junior High Schools*, is made by N. P. Neilson, formerly Chief of the Division of Health and Physical Education:

The objective measurement of pupil achievement in physical education activities has been impossible in the past because scientifically constructed achievement tests were not available. Through the cooperation of the State Department of Education, Dr. Frederick W. Cozens, Associate Professor of Physical Education, University of California at Los Angeles, and several school systems in the State, achievement scales in a number of physical education activities have been constructed for use in elementary and junior high schools.

This study issued in book form includes a method of classifying pupils into groups, a description of each of thirty-three activities in which pupils may be tested, the testing procedure for each of these activities and achievement scales in thirty-three activities for boys and twenty activities for girls. The inclusion of a large number of activities makes it possible for schools to adopt a program in conformity with the available facilities and the interests of pupils.

There are a number of uses to which achievement scales in physical education activities may be put. Their use should encourage pupils to improve their skills in certain activities and by taking pentathlon and decathlon tests, to secure an all-round development; they should assist the teacher in adapting the physical activity program to individual needs; pupils may be grouped according to achievement; and the intramural and interschool athletic programs may be made more interesting and beneficial. Classroom teachers in the elementary schools and physical education teachers in elementary and junior high schools should find this volume a distinct asset in their attempt to carry out a worth while physical education program.

The Division of Health and Physical Education will be glad to advise with local school officials concerning the use of this book.

INTERPRETATIONS OF SCHOOL LAW

Supreme Court Decisions

Right of a Teacher to Salary after Reinstatement

Where, in an action for reinstatement brought against the governing board of a school district by a teacher, the trial court found that the teacher "is now (October 13, 1931) and has been since the commencement of these proceedings (October, 1931) entitled to perform the duties and services of a probationary teacher" and ordered the teacher reinstated, the judgment of the trial court became final; and if the teacher brings an action against the governing board of the district to compel the payment of her salary, the board can not allege as a defense to the second action that the teacher had disqualified herself by removing her credentials from the office of the county superintendent of schools in May 1931, the judgment in the first action being conclusive not only as to the issues which were raised but as to all issues which might have been raised. Furthermore, the judgment in the first action having determined the status of the teacher, it is presumed to continue until the teacher is legally dismissed from the service of the district; and the establishment of the teacher's right to teach determined her right to the salary fixed for the position.

(*Caminetti vs. Board of Trustees of Jackson Union High School District et al.*, 88 C. D. 143, ---- Pac. (2nd) ----; reversing *Caminetti vs. Board of Trustees of Jackson Union High School District*, 75 C. A. D. 894, ---- Pac. (2nd) ----; for which see page 26, *California Schools* January 1934.)

Appellate Court Decisions

Forfeiture of Employment by Refusal to Teach

Where a teacher, assumed to be permanent, of a school district was offered a contract of employment for a school year after the beginning of such school year at an annual salary lower than that received by her during the previous school year and returned the contract unsigned because of a question as to her salary, the governing board of the district could not consider her action as a refusal to sign and dismiss the teacher when the evidence showed without any conflict that at the time the board met to consider her supposed refusal to

sign, the board knew that her refusal had been so qualified that it could not be treated as such.

The power of the governing board to raise or reduce salaries can not be doubted, provided it is reasonably exercised and no attempt is made after the beginning of any particular school year to reduce salaries for that year. A teacher is not bound to abandon views held in good faith as to the compensation to which he or she is entitled on pain of forfeiture of permanency.

(Note. The court said the result reached by the Third District Court of Appeals in *Fidler vs. Board of Trustees*, 112 Cal. App. 296, was unsatisfactory and intimated that in its opinion there was, according to the evidence, no refusal to teach on the part of the plaintiff therein.)

(*Abraham vs. Sims et al. etc.*, 78 C. A. D. 213, ---- Pac. (2nd) ----.)

Recovery of Salary Due

Where a teacher alleges certain salary is due her under a prior proceeding and also costs incurred on trial and appeal in such prior proceedings, mandamus is a proper action to compel the payment of such salary and costs.

(*Reed vs. Board of Education of the Monterey Union High School District*, 78 C. A. D. 235, ---- Pac. (2nd) ----.)

Attorney General's Opinions

Application of section 20 of Article XI of the Constitution to Junior High School Tuition

Where under School Code sections 3.260-3.264 and 3.270-3.272 an elementary district pays tuition to a high school district for the education of the seventh and eighth grade pupils of the elementary district in a junior high school of the district, the payment of the tuition by the elementary district to the high school district is an expenditure of the elementary district within the meaning of the five per cent limitation clause of section 20 of Article XI of the Constitution; but the expenditure by the high school district of the tuition so received is not an expenditure within the meaning of said constitutional provision. It does not appear to be the purpose of the constitutional provision cited, under the state of facts here set forth, to have a double operation with reference to a single expenditure of money coming from one source, the elementary district in the instant case being the source of the funds involved. (A. G. O. 9523, August 7, 1934)

Contracts with District Superintendents

Where a person is employed as a district superintendent of schools of a school district for a period of four years and a supplementary contract is subsequently entered into between the governing board of the school district and the superintendent increasing the salary of the superintendent and specifying further his duties and responsibilities, the supplementary agreement is, under Civil Code section 1608, void if any part thereof is unlawful, the following provisions of the supplementary agreement being declared unlawful for the reasons given:

1. Providing that the governing board of the district shall employ only such teachers, clerks, janitors, and other employees of the board as shall have been nominated by the superintendent. Such provision is in conflict with School Code sections 5.400 and 5.770.
2. Providing that the superintendent shall have power to make all assignments of teachers and other employees. Such a provision is in conflict with School Code section 5.530.
3. Providing that the governing board shall dismiss employees or suspend or expel pupils only on the recommendation of the superintendent. Such a provision is, in part at least, in conflict with School Code sections 5.650-5.665, 5.680, 5.690, 5.691, and 5.710.
4. Providing that the superintendent shall be responsible for making all curricula and courses of study and for the formation of programs in school activities. Such a provision is in conflict with, among others, School Code sections 3.800, 3.680 and following, 2.1204, and 2.1205.
5. Providing that the governing board shall purchase only such textbooks, instructional supplies, and school equipment as shall be recommended or approved by the superintendent. Such provision is in conflict with School Code sections 6.240, 6.370, 6.373, and 6.490.
6. Providing that the superintendent shall act as business manager and purchasing agent of the governing board and shall be responsible for the prompt execution of all matters of business procedure. Such a provision is in conflict with School Code sections 6.470 and following.
7. Providing that the superintendent shall have control and supervision over all school buildings, grounds, and equipment. Such a provision is in conflict with School Code sections 6.1, 6.740, 6.745, and 6.760. (A. G. O. 9476, July 21, 1934)

Employment of Certificated Employees by District Boards

The governing boards of a school district may not, by reason of the provisions of School Code section 5.420, employ any person in a position requiring certification qualifications who does not have a proper certificate on file in the office of the county superintendent of schools. The failure of a teacher to comply with the requirements of School Code section 5.402 also renders the teacher's employment ineffective. (A. G. O. 9499, no date)

Removal of School District Clerks

Under School Code sections 2.830-2.839, if the clerk of a school district refuses to carry out the direction of the governing board of the district at the request of the other members of the board, the other members of the board may dismiss the clerk, appoint one of the remaining members of the board clerk, immediately notify the superintendent of schools of the county, and proceed with the regular business of the board. (A. G. O. 9499, no date)

Tenure as Principal

A person who has acquired the status of a permanent employee of a school district can not, in so far as a principalship held by him is concerned, be considered as a probationary employee and not subject to dismissal from the principalship except in accordance with the provisions of School Code section 5.681. (Letter from Attorney General to A. J. Matthews, July 9, 1934)

Proposed Constitutional Amendment to be Voted on in November**Senate Constitutional Amendment 21**

At the general election to be held November 6, 1934, Senate Constitutional Amendment 21 will appear on the ballot. It is not possible at this writing to give the ballot number which will designate the amendment on the ballot, for the reason that the Secretary of State has not yet given the propositions which will be voted on at the election any ballot numbers.

Senate Constitutional Amendment 21 was approved by the 1933 Legislature and proposes to add section 1a to Article IV of the State Constitution, which section would read as follows:

Sec. 1a. Notwithstanding any limitations or restrictions in this Constitution contained, every State office, department, institution, board, commission, bureau, or other agency of the State, whether created by

initiative law or otherwise, shall be subject to the regulations and requirements with respect to the filing of claims with the State Controller and the submission, approval, and enforcement of budgets prescribed by law.

Questions were raised concerning the application of the proposed section to the public schools. Accordingly, the Director of Finance submitted the following questions to the Attorney General:

1. Will this amendment, if adopted, require school districts to submit to the state budget authorities school budgets for approval before such school budgets become effective?
2. Will this amendment, if adopted, give the Legislature control over the fixed amount now prescribed by the Constitution which is to be apportioned by the state to the counties for elementary and high schools on the basis of units of average daily attendance?
3. Will this amendment, if adopted, give the Legislature any additional powers or control over school budgets which it does not now have under the existing provisions of the State Constitution.
4. Will this amendment, if adopted, affect in any way existing provisions regulating the matter of school budgets?

In his opinion 9544, dated August 20, 1934, the Attorney General answered each of the above questions in the negative. Thus, in the opinion of the Attorney General the adoption by the people of Senate Constitutional Amendment 21 will not affect the existing constitutional provisions relating to the support of the public schools, nor will it affect existing provisions of law relative to school district budgets or confer upon the Legislature any powers which it does not now have over school district budgets.

FOR YOUR INFORMATION

ITEMS OF PUBLIC INTEREST FROM THE PROCEEDINGS OF THE CALIFORNIA STATE BOARD OF EDUCATION IN SPECIAL SESSION AUGUST 17, 1934

The items of business given consideration by the State Board of Education at its special meeting held in Del Mar, California, August 17, 1934, included the following:

1. The conditional approval by the board of the petition presented by the Oceanside-Carlsbad Union High School district requesting the approval of the board for the establishment of high school postgraduate junior college courses. The petition was unanimously approved under the following conditions:

- a. That approval be for one year only.
- b. That the State Department of Education make a survey of the northern section of San Diego County for the purpose of determining junior college needs and the type of junior college service which would satisfy the needs, this survey to be completed by January 1, 1935.
- c. The petition was approved on condition that before the program as inaugurated was allowed to continue another year the people of the district should be given opportunity by the board to vote and express their wishes by ballot.

2. The board approved an announcement concerning the oath of allegiance which appears on page 316 of this issue of *California Schools*.

3. The board approved the plan to call the conference of county, city, and district superintendents of schools in the State of California. The State Board of Education recognizes that it has been customary to hold this annual conference of public school superintendents and that it has always been the policy of the board to participate in the deliberations of the group. Therefore, the board approved the request of the Superintendent of Public Instruction that the usual conference be called unofficially so that superintendents might attend at their own expense or at the expense of the board of the local district, it being within the discretion of the local board to determine whether they may pay the expenses of those in attendance at the conference.

OATH OF ALLEGIANCE

The following statement was prepared by a committee of the State Board of Education and approved at a special meeting of the State Board of Education held August 17, 1934. It was authorized by the State Board of Education that this statement appear in the September issue of *California Schools*.

According to School Code section 5.128, it is provided that California teachers receiving credentials shall subscribe to the following oath or affirmation:

I solemnly swear (or affirm) that I will support the Constitution of the United States of America, the Constitution of the State of California, and the laws of the United States and the State of California, and will by precept and example, promote respect for the flag and the Statutes of the United States and of the State of California, reverence for law and order, and undivided allegiance to the government of the United States of America.

The State Department of Education has confidence that the obligations of this oath are being observed by our great body of teachers. However, complaint has reached members of our State Board of Education of occasional violations.

We are passing through a period unequaled in seriousness in the history of our country. Our government must be supported affirmatively, even though we do not agree with the theories of administration of those holding public office.

All classroom teachers and school administrators are requested to report to the school principal or to the State Department of Education any violation which may come to their attention of the above mentioned oath by anyone employed in the public school system. Any such information will be treated confidentially.

EDUCATIONAL BROADCASTS

Education Today

The State Department of Education will continue its series of broadcasts under the title Education Today. The following broadcasts will be given on Saturday evenings at 7.00 p.m., over station KPO:

- September 1—J. C. Beswick, Chief, Bureau of Trade and Industrial Education, and Assistant Executive Officer, Commission for Vocational Education, State Department of Education, The California Plan for Vocational Education.
- September 8—Gladys L. Potter, Assistant Chief, Division of Elementary Education and Rural Schools, State Department of Education, What are the Movies Doing to our Children?

September 15—Carlos W. Huntington, Director, Department of Professional and Vocational Standards, State of California, Education and Its Relationship to Professional Standards.

September 22—Vierling Kersey, Superintendent of Public Instruction, State Department of Education, Shakespeare's Influence on Education.

September 29—C. F. Muncy, Assistant Chief, Division of Research and Statistics, State Department of Education, The Challenge of the New Day.

October 6—Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, State Department of Education, Youth and Unemployment.

Mindways: Stories of Human Behavior

Dr. Virgil E. Dickson, Assistant Superintendent of Berkeley Public Schools and Director of Research and Guidance, and Dr. Herbert R. Stolz, Assistant Superintendent of Oakland Public Schools and Director of the Institute of Child Welfare, University of California, will speak over station KGO on Mondays from 5:00 to 5:15 p.m.

Safety First

On Mondays from 6:30 to 6:45 p.m., over station KPO, traffic and safety problems will be discussed from all viewpoints under the auspices of the California State Automobile Association.

AMERICAN LEGION RESOLUTIONS CONCERNING EDUCATION

The American Legion, always a staunch friend of the public schools, has reaffirmed its belief that the institution of public education is absolutely essential to the maintenance of the democratic ideals underlying American government. The following resolution was passed by the American Legion at its Sixteenth Annual Convention held recently in San Francisco:

Whereas, the American Legion since its inception has held public education as one of its major objectives; and

Whereas, vicious attacks are being made upon public education in California and throughout the nation, which if successful would seriously interfere with the adequate training of the oncoming generation; and

Whereas, the disastrous result of this attack has been called to the attention of our membership by the Director of the National Americanism Commission of the American Legion;

Now, therefore, be it resolved, that the American Legion, Department of California, in regular convention assembled at San Francisco, California, August 15, 1934, does hereby, in the interest of public education, endorse the following four points:

1. That education, because of its vital relationship to American ideals and institutions, be given special consideration by legislative bodies and not be made to bear a disproportionate share of the sacrifice for economy.

2. That public education be available, without tuition charges, to all children and adults, regardless of social position or economic status;

and that the support of such a program be recognized as the joint responsibility of local, state, and federal governments.

3. That the states prescribe a scientifically determined curriculum, adequate to meet the changing needs of a modern democratic society.

4. That only competent, professionally trained, and carefully selected teachers be employed; that they be citizens of unquestioned patriotism and advocates of American ideals.

Be it further resolved, that each American Legion Post of this Department be urged to appoint an Education Committee to be constantly watchful of the problems of education, and especially to cooperate with school officials in the annual observance in November of American Education Week.

The American Legion Auxiliary has also expressed keen interest in the welfare of the children of California and the educational standards of the state.

CONSTITUTION WEEK

September 17, 1934, will mark the one hundred forty seventh anniversary of the completion and signing of the Constitution of the United States. In celebration of this important anniversary in the history of our Nation, the week of September 16-22 has been designated by the Constitution Educational Association as Constitution Week, and *The Constitution: Our Protection* has been adopted as the slogan for that week.

It is well that students become familiar with the Constitution, its accurate and comprehensive statements concerning the purposes of government, the wisdom displayed in the provision for its amendment, the freedom from religious restrictions as a test for holding public office, and the progress which followed its adoption.

The Constitution Educational Association, 28 East Jackson Boulevard, Chicago, Illinois, has prepared a bulletin dealing with the observation of this anniversary copies of which may be secured by principals upon application direct to the association.

PUBLICATIONS ON STATE GOVERNMENT

Tom Irwin, Supervisor of Documents, announces the availability of publications bearing on the various phases of state government in California. Two publications in particular are of interest to teachers and pupils.

The 1934 edition of the California Constitution is available at fifty cents per copy bound in paper, and one dollar per copy bound in buckram. A school discount is allowed on orders of ten or more copies which reduces the charge to twenty-five and fifty cents per copy for the two styles of binding.

Agencies of California State Government and What They Do is the title of a pamphlet published by the Supervisor of Documents in May, 1934. This pamphlet describes the organization of California state government, and explains the functions and duties of the several departments and offices. The information contained in this pamphlet and its organization are particularly valuable for school use. Copies may be secured for twenty-five cents per single copy, twenty cents per copy for orders of ten or more, and eighteen cents per copy for orders of fifty or more.

A large number of other bulletins bearing on specific phases and activities of state government are also available.

The Division of Documents announces that the policy of charging for these publications has been necessary due to curtailed appropriations for publishing state documents. Large numbers of publications involving printing costs of thousands of dollars were distributed free of charge in previous years. Under present conditions the continuance of the issuance of these publications is dependent upon the activity being self-supporting. Prices have been set to cover the cost of publication and distribution. The maximum possible discount in quantity orders is allowed to schools.

Inquiries concerning publications on state government or official maps of California should be directed to 214 State Capitol, Sacramento.

Publications of the State Department of Education and information concerning them may be secured from the Division of Textbooks and Publications of the State Department of Education.

ACCIDENTS TO SCHOOL CHILDREN

E. Raymond Cato, Chief of the California Highway Patrol, has made a report to the Department of Education of accidents involving public school pupils and school buses on the public highways of California during the school year 1933-1934. Attention is particularly directed to the causes of the various accidents. Chief Cato's report follows:

During the 1933-1934 school terms, there were thirty-five accidents involving pupil transportation reported to this office, the degree of seriousness being as follows:

- | | |
|--|---|
| Fatal accident in which a girl was killed as the result of being struck by a passing machine after she had been discharged from a school bus | 1 |
| Personal injury accidents in which four pupils were struck by passing vehicles after they had been discharged from school buses..... | 4 |
| Personal injury accidents in which thirteen pupils, who were being transported, and one bus driver, were injured. One of these accidents, in which four pupils were injured, was caused by the bus | |

being struck and overturned by a vehicle operated by a drunken driver	7
Property damage accidents.....	20
Personal injury accident caused by a student on a motorcycle running into the rear of a bus.....	1
Personal injury accident caused by a small child playing in the road running in front of a school bus.....	1
Personal injury accident caused by a student running into a bus while still on school grounds.....	1

The last three accidents can not be properly classed as pupil transportation accidents. Of the five accidents in which pupils were struck by passing motorists, four of the buses were not painted medium chrome yellow as required by the regulations of the State Board of Education.

Classes of accidents segregated to counties follow:

Fatal: Los Angeles, 1.

Personal injury while being transported: Los Angeles, three accidents, four pupils injured; Shasta, Orange, and Humboldt, one each; El Dorado, one accident, four pupils, and bus driver injured.

Personal injury, struck by passing vehicles: Riverside, Los Angeles, Santa Barbara, and Mendocino, one each.

Property damage: Los Angeles, seven; Kern and Fresno, three each; Ventura and Orange, two each; Santa Clara, Tehama, and Tulare, one each.

Miscellaneous: Orange, Kern, and Sacramento, one each.

Accidents during the school term 1932-1933 compared with the 1933-1934 term, segregated to counties are as follows:

County	1932-1933	1933-1934
Alameda	1	0
Butte	1	0
El Dorado	0	1
Fresno	2	3
Humboldt	0	1
Inyo	1	0
Kern	1	4
Los Angeles	5	12
Mendocino	0	1
Merced	1	0
Napa	2	0
Orange	8	4
Placer	1	0
Riverside	4	2
Sacramento	0	1
San Luis Obispo	1	0
Santa Barbara	0	1
Santa Clara	0	1
Shasta	1	1
Tehama	1	1
Tulare	2	1
Ventura	1	2

NATIONAL OCCUPATIONAL CONFERENCE

Educators interested in problems of occupational adjustment will be interested to know of the services available to them through the National Occupational Conference, a project supported by a grant from the Carnegie Corporation. This organization provides for educational institutions, libraries, and other interested organizations a consulting service regarding the theory and practice of vocational guidance, and the results of research in occupational adjustment. Upon request, a staff officer of the conference will visit local institutions for consultation regarding the organization of work designed to contribute to the better occupational adjustment of more than one person. The conference will contribute the services of staff officers for such trips but will expect local institutions to defray the necessary expenses. No charge is made for any assistance which can be given by mail. The work of the conference does not include counseling with individuals regarding their personal occupational problems.

Single copies of the following mimeographed bulletins are distributed without charge:

- A short list of books on the theory and practice of vocational guidance
- A short list of books on college personnel work
- A short list of textbooks for courses in occupations
- A short list of references on guidance through the home room
- Occupational research
- Suggestions to students who are to interview workers
- Suggestions for group conferences on occupations between students and workers
- A short list of colleges which offer training courses for guidance workers

A number of subsidized publications are sold at the cost of printing or less, including *Occupations*, the *Vocational Guidance Magazine*.

For further information, address the National Occupational Conference, 522 Fifth Avenue, New York, N. Y.

PROFESSIONAL LITERATURE

REVIEWS

Conclusions and Recommendations, Report of the Commission of the Social Studies. American Historical Association. New York: Charles Scribner's Sons, 1934. 11 + 170 pp.

Conclusions and Recommendations of the Commission is the last volume of the five-year investigation of the social studies in the schools by a committee of the American Historical Association financed by the Carnegie Foundation. The original draft was prepared by a committee appointed for the purpose by the commission in October, 1932. After considerable discussion and revision the text was finally put in galley proof in March, 1934, and mailed to the individual members of the commission for approval. Out of the sixteen members, eleven signed without reservation, one signed with reservations, and four refused to sign. The issues that gave rise to this situation will doubtless be reflected in the discussions of every group that considers this report.

After a brief introductory chapter—The Obligation and Procedure of the Commission—the report launches into its presentation of its frame of reference. This frame of reference includes the points of view from which the commission attacks its problems. It maintains that both the social scientist and the social science teacher are committed to scholarly, scientific ideals and procedures. It further maintains that the swift development of technology in all its manifestations is merging Western civilization into a new world civilization, and is consequently imposing on American citizens the obligation of knowing more, rather than less, of the complex social and economic relationships that bind them to the rest of the world. It lays stress on the point that in the United States, as in other countries, the age of extreme individualism in economy and government is changing to one of greater cooperation and integration. This period of transition is particularly marked by tensions and conflicts. The chief reason given by the commission for emphasizing the problems of transition is that the emergence of a higher and finer standard of living, and of improved opportunities for personal and cultural growth is based upon the making of intelligent choices toward which education can make a larger contribution. The commission deems highly desirable the curbing of individualism in our economic life; but it considers the preservation and development of individuality in its non-acquisitive expressions as the finest flower of civilized society, that is, the emerging social order should promote more intelligent planning in the economic field, but should resist its intrusion into the mental and spiritual fields so far as possible. Hence all choices of social policy should be made with reason, understanding, and due regard to their moral and cultural as well as to their narrowly economic implications; the integrity of the individual must be preserved.

In its broadest aspects the report is a challenge to the school to come out of its traditional isolation into the realities of community life. For example, from the stirring chapter on Method of Teaching, comes the following excerpt:

Method of teaching is conditioned by the public relations of the school. If instruction in the social sciences is to be marked by realism and honesty, the surrounding community must serve as a laboratory for the uncensored study of social life—conflicts, tensions, and cases of corruption, as well as trends, achievements and examples of devotion to public welfare.

For the preparation of teachers to carry forward these arduous professional responsibilities, the commission suggests a drastic curtailment in the number of courses offered in teacher training institutions in the principles and methods of

education, insists that persons engaged in training teachers shall be competent scholars in their fields, and suggests a reunion of education with the great streams of human knowledge, thought, and aspiration. The commission would bring the colleges and universities, and the normal schools and teachers colleges into a closer working relationship. In this new regime the teachers colleges would become centers, not of pedagogy as traditionally conceived, but of knowledge and thought devoted to the organization and conduct of education as a focal point in the evolution of culture. Social science departments in the colleges and universities, besides discharging their other obligations to society, would turn their attention to the preparation of teachers and to the organization of materials of instruction in the schools. The report happily concedes that progress in this field is already evident.

A question that demands immediate consideration is: How can the well trained, scholarly, courageous teacher present the living, controversial social questions of today to boys and girls as well as to adult groups, and still continue to teach? The commission's reply is:

The tradition must be established in American schools that the teacher will be protected in the efficient performance of his professional duty. Otherwise, as experience has already indicated, the teaching of the social sciences will become a pure mockery and in the course of time may be expected to increase the terror and bitterness of social conflict.

The tangible agency suggested to establish and maintain the traditions of teacher-protection is an organization of the entire profession of teaching from kindergarten to college. The object of such an association would be two-fold: (a) it would make possible the pooling of the thought and wisdom of the profession in the formulation of educational policies, and (b) it would make provision for the review of controversies by trained specialists competent to pass judgment on the scholarship, subject matter, and manner of presentation in question.

In Chapter VI, on Tests and Testing, the commission presents a very critical evaluation of current procedures, especially emphasizing the following points: (a) that new type tests thus far developed are

of very limited competence in measuring the desirable skills, loyalties, and attitudes involved in obtaining information, in authenticating and analyzing sources, in weighing evidence, in drawing conclusions, and in constructing from such operations schemes of knowledge and thought;

(b) that many perils are involved in the use of tests; and (c) that the ultimate test of social instruction will be "in the area of social and political life and by the long sweep of history." Although the presentation points to tremendously vital factors, it is weak in that it fails adequately to attribute to objective testing the values, although limited, that have been scientifically established.

These are a few of the peaks of discussion in this book of mountain ranges. There is no table of contents, no index, just one hundred and sixty eight pages packed with summaries of all the baffling puzzles which the flowing stream of modern education presents.

Consideration in group discussions of the vital and highly controversial materials in this book will doubtless lead to the development of analyzed viewpoints and specific plans for improving school procedures in terms of the various conditions and opportunities in which a given group may at present be located. In the words of Kilpatrick in his little book, *Education and the Social Crisis*, "We must build a more intelligent understanding of what we have and why, and what we might have and how."

WALTER R. HEPNER

Annie E. Moore. *Literature Old and New for Children*. Boston: Houghton Mifflin Company, 1934. x+446 pp.

Primary teachers who received their induction into their chosen field of specialization by means of Annie E. Moore's *The Primary School* will be delighted to have another contribution to their professional equipment from the same author with the enticing title *Literature Old and New for Children*. The book is useful as a guide for teachers in "all grades of the six year elementary school although attention is concentrated on the needs of the kindergarten and first four grades."

Knowledge of children's literature has long been considered important for teachers, social workers, and home makers but the increasing amount of excellent literary material for children and the social need of wide experience for children which must largely be obtained vicariously opens up new needs for enlargement of the study.

The book is divided into twelve chapters giving an introduction to Mother Goose, fairy folk and fairy ways, folk tales, fables, myths, early books for children, "a full-length portrait and appreciation" of Hans Christian Andersen, the response of children to poetry, makers of poetry for children, the modern fanciful tale and modern realistic stories.

Mother Goose is traced from her French origin and the original John Newbery publication of 1767 to beautiful modern editions. The author's own fascination with her subject lends the chapter a real literary quality. Few professional books will ever give the reader the deep, soul-satisfying chuckle which comes from Miss Moore's discussion of censored and expurgated Mother Goose rhymes. Hasten the day when all teachers will view such sins as:

"Little Bopeep has lost her teeth
To brush them she neglected"

as "bastard verses" which deserve their fate of dying "almost at birth."

The author lingers with reluctant pen in sharing her own enjoyment of William Blake, Edward Lear, Robert Louis Stevenson, Walter de la Mare, Rose Fyleman, and A. A. Milne. Magic names in the field of children's literature!

The moderns are treated with delicacy and charm. The "Every Day Country" and the "Dreamland People" of children's books are sympathetically explored and visited. The bibliographies are excellent guides to busy teachers, with each title carefully annotated by a reader who has kept her youthful zest for bears and pirates and adventure and singing words.

Behind the book, permeating every line, is the whimsical enjoyment of the author. Here is a book written in the spirit of a joyous child with the music of a poet. The poet in most of us dies young. Here is a teacher in whom neither the poet nor the child has suffered the almost universal quality of evanescence.

The reviewer would say to the teacher of young children, Read it. You will share the fruitful garnering of a life full of colorful literary excursions. You will have great joy if you love beautiful words in exquisite patterns. You will have some fun, too. And what more can you expect of any book?

HELEN HEFFERNAN

BRUCE ALLYN FINDLAY and ESTHER BLAIR FINDLAY. *Key\$ and Cue\$: Business Plays*. New York: The Gregg Publishing Company, 1934. x+591 pp.

There are in this book eight two-act plays, ten one-act plays, nine short plays, and three sketches. The authors have endeavored, and quite successfully, to present for the development of imagination in business situations a series of plays, playlets, and sketches. Perhaps the book may best be described in this quotation from the preface:

The playlets are a series of pictures taken from the scrapbook of practical experiences, many of which the authors personally have shared or observed. They are designed to dramatize business attitudes, customs, practices, and contacts; to develop the imagination of pupils; to sharpen the analytical powers of young people by discussing situations after they

have been presented dramatically; to make instruction in business subjects more helpful, real, and interesting.

In most instances, a story theme has been built around the custom or procedure in order to avoid the appearance of advice—a commodity much needed but rarely solicited. This sugar-coating of the business pill not only makes it easier to take, but likewise injects an element of entertainment the value of which should not be minimized.

Each playlet is preceded by a discussion of the objectives as well as a synopsis of the play. The objectives are exceedingly well set forth and in the hands of a teacher with any judgment should awaken the interest which is the background of most learning. On the whole, the book is to be highly commended for those who are interested in business education.

The dialog is largely schoolroom dialog. The humor of each situation is secured by punning or playing upon well known axioms.

There is sufficient variety so that almost any situation can be well treated if the teacher will select the play with judgment to meet that situation.

No one teacher could have all of the plays presented during any school year. As an aid to vitalizing business for those who have not yet encountered it, this book is perhaps the best endeavor that has yet been produced.

SAM H. COHN

CURRENT PUBLICATIONS RECEIVED

- ADAMS, FAY. *The Initiation of an Activity Program into a Public School*. Contributions to Education No. 598. New York: Teachers College, Columbia University, 1934.
- DOUGLASS, HARL ROY, and BOARDMAN, CHARLES W. *Supervision in Secondary Schools*. Boston: Houghton Mifflin Co., 1934.
- HOLBECK, ELMER SCOTT. *An Analysis of the Activities and Potentialities for Achievement of the Parent Teacher Associations with Recommendations*. Contributions to Education No. 601. New York: Teachers College, Columbia University, 1934.
- JAGGERS, RICHARD ELMER. *Administering the County School System*. New York: American Book Co., 1934.
- KINDER, JAMES SERENGO. *The Internal Administration of the Liberal Arts College*. Contributions to Education No. 597. New York: Teachers College, Columbia University, 1934.
- MACKANE, KEITH. *A Comparison of the Intelligence of Deaf and Hearing Children*. Contributions to Education No. 585. New York: Teachers College, Columbia University, 1933.
- MCKEE, PAUL GORDON. *Language in the Elementary School*. Boston: Houghton Mifflin Co., 1934.
- MCKEE, PAUL GORDON. *Reading and Literature in the Elementary School*. Boston: Houghton Mifflin Co., 1934.
- MERRIAM, CHARLES EDWARD. *Civic Education in the United States*. Report of the Commission on the Social Studies, Part VI. New York: Charles Scribner's Sons, 1934.
- PILLSBURY, WALTER BOWERS. *The Fundamentals of Psychology*. New York: The Macmillan Company, 1934.
- STRAIN, FRANCES BRUCE. *New Patterns in Sex Teaching*. New York: Appleton-Century Co., Inc., 1934.